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ABSTRACT

The need for more consistent and comprehensive procedures for evaluating faculty performance is discussed in this newsletter. Declining student enrollments and financial restraints have created a "no growth" climate on campuses and it is suggested that this environment will require a two-thirds drop in the demand for new faculty at a time when the annual supply of Ph.D.s is increasing. Therefore a systematic faculty evaluation procedure is suggested that offers administrators a method of ensuring faculty quality and provides assistance with decisions concerning promotion, salary, tenure, and termination. The use of evaluation for faculty development and instructional improvement is also emphasized. Various techniques utilized by faculty improvement programs are mentioned and the connection between the quality of teaching and improved student learning is examined. Areas of faculty evaluation often include instruction, research, professional growth and development, student advising, university service, community service, administration and management, departmental service, and publications. A model of an evaluation system for assessing individual faculty members is presented. Multiple sources of data are identified for use in faculty evaluation. These include deans, vice-presidents, department chairmen, other faculty, self-evaluation, and students. Several recommendations for developing evaluation procedures are included. (SF)

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Vol. XIII, No. 2 January, 1980

Toward Systematic Faculty Evaluation

Six years ago, an assistant professor, Z, was being considered for promotion. The department chairman and the academic vice president of the college met to discuss Z's past performance. This faculty member, they knew, had dealt effectively with his departmental duties, he had worked on occasion with business and industry, and had written two or three papers that had found their way into print.

The two administrators deliberated, weighing Z's image and performance against their vision of the ideal faculty member and at last concluded that they "liked the cut of his jib." Thus, Z had passed a major hurdle toward becoming an associate professor.

Last year, when he was again being evaluated (this time for promotion to the rank of full professor), Z found that his performance was being assessed in more detail. The administrators now were gathering evaluative data from a multitude of sources through a variety of means.

Students used a standardized form to assess his "teaching effectiveness;" colleagues judged the value of the teaching materials used in his classes; and Z was asked for an appraisal of his own performance. These and other criteria were assigned point values and the two administrators relied heavily on the sum of these points in making their final decision.

Z is now a full professor. He has become interested in working with the college's new Faculty Development Center, partly because he feels he should attend to those parts of his performance in which he received low points. (According to some student evaluations, Z's lectures might have been improved had he spoken louder and encouraged more student participation.)

Increasingly, personnel decisions in higher education are no longer based on the "cut of one's jib." Rather, the move is toward a systematized and standardized attempt to "measure" the quality of faculty performance.

The need for more consistent and comprehensive procedures for evaluating faculty arises in part from observations that higher education is not the growth industry that it so recently was considered to be. Student enrollments have leveled off and renewed growth is not likely in the near future. The climate on campus is now characterized by familiar phrases like "no growth," steady state, and retrenchment.

This is the environment that will likely engender a two-thirds drop in the demand for new faculty in the United States from the 1970s through the 1980s, according to projections by David S. Spence, research associate at the Southern Regional Education Board (SREB).

The academic employment situation, says Dr. Spence, is further aggravated by the likelihood that the annual supply of Ph.D.s in 1986 will be 20 percent greater than it was in the early Seventies. With the stepped-up job competition that is bound to result, faculty will cherish their positions more and more, mobility among institutions will wane, and tenure will become the most coveted prize of all.

Increasingly, administrators are aware that the ranks of tenured faculty are swelling. From 1968 to 1977 the percentage of full-time instructional faculty with tenure increased from 47 to 56 percent in the United States. Some observers see an increase of the tenured ranks beyond 70 percent as we move through the Eighties.

For administrators, the reasons for improving or initiating systematic faculty evaluation programs become clear. Fresh talent is knocking at the door of academe, but there's not much room left inside. An evaluation system, then, offers to administrators a means of determining which faculty are pulling their weight, and which are not.

Much more important than its potential function of identifying marginal performers for termination, a faculty evaluation system can be used for developing and improving the ones who stay—it has been called a way to "renew" faculty abilities during this era of lowered mobility and generally older faculty.

It may be that faculty will benefit most directly from these more formal evaluation systems. Understandably, the last thing that faculty want is an administration that makes arbitrary or capricious decisions about personnel. In general, faculty realize that college administrators have to make major personnel decisions anyway, and, therefore, have little objection to making the decision-making process more equitable.

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Another reason for formalized evaluation today is based on the realization that informal approaches to personnel decision-making may create major problems for administrators if faculty members who have been judged negatively wish to contest certain decisions through legal means.

Accrediting agencies also have recommendations with regard to evaluation. But Harold Wade of the Southern Association of Colleges and Schools (SACS) explains: "The accrediting agency does not stipulate what kinds of evaluation procedures should be adopted by the school. The guidelines are intentionally flexible, and it is conceivable that a school would not meet all of the suggested criteria, yet still gain accreditation."

Of course, faculty evaluation systems are not developed primarily so that a college or university can protect itself in court or gain accreditation. Above and beyond such legal and institutional considerations, there is another constituency, the students, who, in the final analysis, will benefit most fundamentally from faculty evaluation systems. Indeed, more and more colleges and universities point to the improvement of student learning as the ultimate objective of the evaluation of faculty.

A Delicate Link: Evaluation and Development

The abundance of literature on the subject of faculty evaluation generally discusses two uses for the data. The first is for the development and improvement of individual faculty members; the second is to provide administrators with information to be used in making decisions on tenure, promotion, reappointment, and salary. These two purposes of faculty evaluation have as a common goal the improvement of student learning (see sidebar).

The suggested twofold purpose of evaluation is widely accepted in theory. Whether both objectives are realized, however, is not so certain. One review of faculty evaluation practices in the South notes that "a glaring problem with present activities is that there is often little evidence that the evaluation systems effectively stimulate or assist with faculty development and improvement."

How are faculty supposed to "develop and improve?" In many colleges and universities around the country, the use of evaluative data for the continuing development of faculty is based on the assumption that evaluation of faculty will reveal areas in need of improvement; improvement of these areas will yield better instructors; better instruction will stimulate improved student learning.

Mary Lynn Crow, director of the Faculty Development Center at the University of Texas at Arlington, says, "The belief that student learning can be facilitated by improving the quality of instruction has existed as long as have our institutions of higher education." And now, efforts to improve the quality of instruction and overall faculty ability are burgeoning in the form of faculty development programs in institutions throughout the United States.

The multitude of names for these programs—Faculty Development Center, Career Development Center, or Center for Instructional Development—suggest significant differences in purpose. The purposes will usually overlap but a typical program will stress one of the following areas for development:

- Instructional—a concentration on improving teaching effectiveness;
- Organizational—aiding faculty members with their functions within the framework of the institution;
- Personal—providing faculty with counsel on professional roles, faculty activities, or career planning.

The procedures used in the programs vary as much as the purposes. Some programs grant sabbaticals or leaves of absence to write or do research; some award grants to devise innovative teaching methods. Some conduct workshops, or seminars, or discussions on methods of teaching, or advising, or writing. Some programs offer instructional diagnosis while others provide counsel on personal matters. Still others concentrate on developing new media or communications approaches.

There are almost a score of the more sophisticated, formalized development programs located at major universities around the South. On these campuses it is not unusual that an entire "center" will have been set up for this purpose, equipped with the latest in teaching/learning resources, and headed by a director whose qualifications correspond with the specific goals of the program.

However, even in some schools where the faculty development effort is fairly comprehensive, the approach to instructional improvement as an outgrowth of evaluation is still rather informal. Not all of the faculty development efforts currently underway in the United States are necessarily tied into a school's faculty evaluation system. And, in many cases, this is strictly intentional.

The "Threat" of Evaluation

"Without a doubt," observes John M. Bevan, vice president for academic affairs at the College of Charleston in South Carolina, "the manner in which faculty evaluation is introduced has most frequently left much to be desired and has elicited anxiety and suspicion which can't be dismissed as mere figments of inflamed imagination. In the minds of many college professors the ends of evaluation are perceived as punitive...."

Specifically for this reason, many faculty development programs intentionally dissociated themselves from any part or process of faculty evaluation. And today, more than a few colleges and universities in the South endeavor to keep the two concepts separate.

"There is a kind of fear of it all," says a senior faculty member, "a fear that anything connected with evaluation might turn out to be less useful to faculty than it could be."

The sentiment, in this case, evolves from a "bad experience" when the school's evaluation system was introduced under the aegis of self-improvement but was used soon thereafter for personnel decisions only. Proponents say that such

situations have unnecessarily retarded the concept of faculty evaluation in higher education.

On the other hand, the history of the faculty development concept through the 1960s and 1970s has produced a "nationally-recognized movement in higher education." Leaders of this movement think of it as a constantly evolving and as yet imperfect attempt to reeducate faculty and administrators alike.

Although, as Dr. Bevan says, the primary goals of faculty evaluation and faculty development are in a sense identical, it has been suggested that the relationship *between* the two will grow stronger only when the procedures for using the data for the improvement of faculty abilities become as well defined as they are for the making of personnel decisions.

Some schools are waiting for more "tried and true" procedural information to be established in this regard. Meanwhile, it is thought that, as faculty evaluation continues to "open up" and become more equitable, its real potential will consist in providing faculty development programs with a wealth of relevant, performance-related information.

Components of the Evaluation System

What areas of faculty performance are evaluated? The most frequently stressed activities are instruction, research, professional growth and development, student advising, university service, community service, administration and management, departmental service, and publications. The extent to which each of these activities is assessed depends largely on the field of study and the type of school.

Not only are the large, doctoral-granting institutions more likely to place a high priority on research, but they are also more likely than many smaller schools to have a systematized, detailed approach to evaluation that is used primarily for the making of personnel decisions.

A 1977 SREB report on faculty evaluation practices in the South suggested that "administrators of large, comprehensive universities tend to be less concerned about needing to improve the effectiveness of their teaching personnel and more alert to the complications of managing a large staff which moves through a complex pipeline of salary increases, promotions, tenure appointments, and decisions not to reappoint."

The same study proposes that the larger schools may feel more of the legal pressures—institutional and otherwise—than the smaller schools, all of which contribute to the more detailed, formal, and systematized approaches found in the senior institutions. A related SREB project, completed earlier this year, acknowledges that these same pressures are beginning to manifest themselves in the South in both liberal arts and community colleges.

Two years ago, SREB began a project, supported by the Fund for the Improvement of Postsecondary Education (FIPSE), to help imple-

Improved Student Learning and the Quality of Teaching

If improved student learning is in fact the goal of most of these systems of evaluation, then why not "measure" the teaching in terms of student learning outcomes? Unfortunately, it's not that easy. In fact, some research has gone so far as to say that no method has been found to indicate that a system of evaluation which stimulates faculty improvement will ultimately have a positive effect on student learning.

Of the 30 colleges and universities that participated in the SREB project "Not many had reached the point of even considering student learning seriously as a means of measuring teaching effectiveness."

One approach that does use student learning outcomes as a standard is competency-based education. Robert Knott, a pioneer in this field, observes that while competency-based education focuses on learning outcomes that are defined, agreed-upon, and publicly stated in terms of the expectations of the students, "its major impact, ironically, appears to be in the area of faculty renewal and development."

Once these student learning outcomes are defined and generally recognized, the faculty presumably become aware that there exists a monitor of the success or failure of their effectiveness as instructors. Although the extent to which teaching performance improves may not exceed this awareness, Dr. Knott adds that "the single most exciting development appears to be the new life that many faculties have gained as they rethought the fundamentals of both their disciplines and their understandings of the educational process."

However, in the majority of colleges and universities in the United States competency-based education, as such, is not practiced. "Teaching cannot be improved at our school!" was one of the findings of a study by Jerry Gaff on teaching attitudes. Some of the other attitudes expressed by faculty were: "the administration does not support good teaching;" "the students aren't prepared for college level work when they get here;" and "the reward structure emphasizes research rather than teaching."

Admittedly, the graduate students of today, many of whom will be the faculty of tomorrow, are still trained primarily to do research, not to teach.

Faculty opinion about the importance of teaching as a faculty activity depends in part on whether the school is a small, liberal arts college or a large, comprehensive, doctoral-granting university. At the senior institution, it is the outstanding researcher or outstanding business consultant who gains the largest monetary rewards and, perhaps more important, the most status among peers. Some suggest that these faculty members, by virtue of their more pragmatic exposure, also become the best teachers.

On the other hand, Martha E. Church, president of Hood College, a small, independent school in Frederick, Maryland, feels that faculty at small colleges may be a different breed. Although Dr. Church does not discount the many fine and devoted teachers at big schools, she says that the ones who come to her college tend to place their highest priority on good teaching, while publishing, although very much a part of faculty activity, remains a secondary concern.

If it is true at the large universities, for example, that the able researcher or consultant will have, as some have suggested, a higher degree of much-coveted autonomy, then faculty have yet another inducement to improve their performance in these areas. If the improvement of instruction is contingent in large part on the willingness of faculty to participate in developmental programs, student learning outcomes cannot be appreciably increased until, as Dr. John Bevan and others have said, higher education boosts the status of teaching through the rewards structure.

ment or revise evaluation systems in Southern colleges and universities. The project sought not only to encourage specific institutions to improve their faculty evaluation practices, but also to provide for these improvements a broad rationale that could be adopted by different types of colleges and universities.

In a series of regional conferences and visits to individual campuses, the project staff and consultants discussed the advantages of sharing resources and helped make the participants aware of the evaluation processes at other schools to get an idea of what was being done, what tended to "work," and how to spare themselves some of the frustration of "reinventing the wheel."

Although this advice was generally heeded, some schools reported that they found it helpful to start from scratch, feeling that the "very process of designing activities was helpful in generating understanding and support among the various institutional constituencies."

All of the 30 participating colleges and universities agreed that the formulation of clear statements of purpose was an essential first step. While this proved to be easier said than done, most of the schools kept the channels of communication open and moved ahead. Eventually, statements of purpose were forged, even though the exchange among faculty, administrators, and students unearthed many unanticipated problems.

For example, problems arose when local task forces tried to define what the criteria would be for faculty performance, how the information was to be collected, and how the administration would interpret the data. The SREB project staff also noted that in some instances general apathy, coupled with widespread belief in the insuperability of institutional inertia, proved to be among the most difficult barriers encountered.

Most campus teams found the going smoother once the proposed evaluation system was broken down, analyzed, and tackled piece by piece. The more successful attempts outlined as a philosophy the essential facets: what areas would be evaluated, how much "weight" would be given to any particular area, who would do the evaluating, and how the results would be used.

At Jackson State Community College, in Jackson, Tennessee, these fundamentals were woven into a "distribution of effort" model, which is representative of one of the more popular approaches to faculty evaluation (see model).

Mississippi College, in Clinton, also adopted a distribution method, whereby each faculty member sits down with a department head and prepares a list of activities for the coming year, which then becomes the basis for subsequent evaluation. In this way, the faculty member has some control over what areas of performance will be evaluated and how much emphasis will be given to specific activities.

A recurrent question that sparked considerable debate in almost all of the 30 participating colleges and universities had to do with what data sources would be used. Exactly who would be doing the evaluating?

The assumption that multiple sources of data are desirable leads to the administration taking a very active role in the evaluation process. (In most cases, this consisted of academic deans, vice presidents, and/or department chairmen.) In addition, the information from administrators is likely to be used heavily in both personnel and faculty development decisions.

"Distribution of Effort" Model for Faculty Evaluation

Sources of Evaluation	Student	Self, Peer	Self, Division Chairman						Self, Supervisor
Areas of Evaluation	Course/ Instructor	Syllabus	Materials Development	Student Advising	College Service	Community Service	Professional Achievement	Faculty Development	Administration
Types of Assignment:									
Instructor	30-50%	10-30%	0-10%	0-15%*	5-20%*	0-10%	10-30%	None	
Instructor/ Administrator	10-30%	10%	0-10%	0-5%	5-20%	0-10%	0-10%	10-30%*	10-60%
Administrator	None	None	None	None	5-15%	0-10%	0-10%	10-30%*	60-80%

This model is an example of an evaluation system that is geared to the individual. Here, different faculty activities are given varying amounts of emphasis in the evaluation process. With an instructor who does not have administrative duties, for example, the emphasis given to student ratings of instruction counts for a minimum of 30 percent of the total evaluation, or as much as 50 percent. On the other hand, student advising doesn't count as much—zero to 15 percent. Five of the areas (course instructor, syllabus, student advising, college service, faculty development) count for a total minimum of 55 percent of the evaluation. If the instructor wants these five areas to count only the minimum amount, up to 45 percent of the individual assignment and evaluation can be negotiated with a supervisor within the parameters dictated by the model.

*This "Distribution of Effort" is flexible. The institution which developed the model has recently increased an instructor's percentage for student advising to 10-20 percent and college service to 5-30 percent. Faculty development has changed for Instructor/Administrator and Administrator to 5-20 percent.

Another source of information, the faculty self-evaluation, can be a valuable, non-threatening way to help faculty help themselves. In this way they can assess and amend their performance against a set of self-imposed standards and goals. Self-evaluation has been found to be especially effective when faculty rate their performance on the same kind of questionnaire that the students are asked to use when rating instruction. Subsequent comparisons are thought to be very helpful to faculty.

Colleagues and peers are another source of information in the evaluation of faculty. By most accounts, including experience of the recent SREB project, peer review is restricted mainly to appraisals of what course materials were used in the class sessions and what a given faculty member included in the course syllabus. The SREB study confirmed that the visitation of class sessions by peers proved valuable and feasible usually by way of informal criticism. Few schools in the study had built-in visitation requirements, although most considered this to be an option.

One approach that has met with some success, especially with regard to the improvement of teaching, is the use of "triads." In this type of system, as explained by Jerry Gaff, director of the General Education Models Project, three-member teams (triads) work together each year to assess each other's performance as teachers and to identify areas that they would like to have observed by peers. Then they visit each other's class sessions and prepare critiques. Dr. Gaff remarks that the triads "have proved to be a very effective means of developing a community of teachers who are capable of scrutinizing their own performance as well as that of their colleagues...."

Jackson State Community College is one school that has dealt forthrightly with evaluation by peers. Within its "distribution of effort" system, peers are the principal evaluators of course syllabi.

This review is a determination of whether a syllabus is concise, comprehensive, clear, and well-organized. The actual course content and objectives are not really subject to debate, as they are usually agreed upon previously by the teacher and the division chairman; but they are rated on whether they are written in terms of student learning outcomes.

For all teachers at this college, regardless of any administrative duties that they may have, the syllabi reviews by peers count at least 10 percent of the total annual evaluation of performance.

Although the use of students as a source of information is generally greater than any other source, the acceptability of this practice is still controversial in many quarters.

Heavy reliance on some kind of form for student rating of instruction was common among the earlier systems of evaluation at schools in the SREB project. However, in several instances there was some uncertainty about how much impact the student information was still having. As it turned out, most of the 30 schools adopted as a preliminary objective the revision of the student rating form (see sample questions).

Some of the resistance to using the students as an information source in faculty evaluation stems

Student Form for Rating Instructors

The questions below are adapted from two types of forms that are currently being used to find out what the students think about their instructors. Questions on the first sample are taken from a popular, "nationally-proven" student form which also includes several questions about the student's educational background, and space for written student comments (e.g., "What improvements would you suggest for this course?"). The second sample below was devised and implemented at a junior college in Florida. In both cases, student anonymity is preserved when the questionnaires are administered so that the students will feel free to answer honestly.

Sample # 1

Instructor _____ Department _____ Course No. _____ Section _____

AS = If you *agree* strongly with the item
A = If you *agree* moderately with the item
D = If you *disagree* moderately with the item
DS = If you disagree strongly with the item

1. The instructor seemed to be interested in students as individuals.	AS	A	D	DS
2. Not much was gained by taking this course.	AS	A	D	DS
3. The instructor demonstrated a thorough knowledge of the subject matter.	AS	A	D	DS
4. I learn more when other teaching methods are used.	AS	A	D	DS
5. The instructor seemed to consider teaching as a chore or routine activity.	AS	A	D	DS

(Office of Instructional Research and Development, University of Arizona @Lawrence M. Aleamoni, 1975)

Sample # 2

1 = Excellent
2 = Good
3 = Average
4 = Poor
5 = Failing

1. Instructor makes students feel at ease to ask questions, disagree, and offer ideas.	1	2	3	4	5
2. Instructor relates course to other fields and life situations.	1	2	3	4	5
3. Instructor keeps you informed as to how you are doing.	1	2	3	4	5
4. Instructor enjoys teaching and likes his subject...	1	2	3	4	5
5. Considering all of the above assign a final grade to this instructor.	1	2	3	4	5

from an apprehension that students are incapable of making the fine distinctions necessary in an evaluation of instruction, or that students cannot be expected to pass judgment on how well a subject was covered when they may know little about the subject in the first place.

A faculty member at the University of Georgia, who has worked on development of faculty evaluation, recently expressed concern that the data collected from student rating forms had impact with evaluators only when the results were mainly negative.

Thus, the question arises, Is student feedback on teaching a valid source of evaluative information? Much of the prevailing opinion holds the answer to be yes. In the evolution of faculty evaluation, student information, more than any other source, has been studied and scrutinized down to the last detail. Even the staunchest opponents concede *some* value: simply, that the students are direct, daily participants in the very process that is under consideration.

Some of the schools in the SREB project developed their own student rating forms, while others adapted "nationally-proven" ones. Although the resultant information was helpful in evaluating faculty performance both inside and outside the classroom, individual committees warn of a danger in relying too much on student feedback in making final decisions. Other research tends to support the idea of using multiple sources for final decisions; one research group cautions that "relying only on the student ratings can give as great a distortion as abandoning them altogether."

Researchers at Otterbein College in Ohio found an unusual use of students as an information source in a study of a doctoral level institution. Student committees at that particular university, appointed by departmental administrators, conducted thorough investigations of faculty performance, mainly in the area of teaching. The committees' procedures included random interviews with students, peers, the faculty member in question, and also looked at the teaching materials that were being used. The committees then wrote detailed accounts of their findings. The Otterbein researchers reported that "several department chairmen called these reports the best sources of information received."

Helpful Criteria for Developing Systems

The ways in which the colleges and universities that participated in the SREB project developed the evaluation components mentioned here, as well as others, were studied by a team of consultants who looked for aspects that the more successful systems had in common. The most important consideration, they determined, was that the full and unwavering support of the administration was critical. In fact, the consultants reported that this factor "far outdistances all others in importance."

The second most important factor was the involvement of faculty in every phase of a system's development. To this combination of administrative support and faculty involvement, a crucial third component must be added, namely, the ironing out of a statement of purpose delineating the philosophy and uses of the evaluation.

Another factor that helped to ward off apathy or resistance, the consultants found, was a school's historical acceptance of the concept of evaluation. The newer institutions tended not to have built up rigid traditions in that regard. In those schools that did have such a history, faculty dissatisfaction with the status quo sometimes actually helped to spark an interest in the redevelopment of the evaluation system (see Questions and Answers).

Step One: The Statement of Purpose

In the process of trying to develop more equitable systems of evaluation, most of the 30 Southern colleges and universities that participated in the SREB project recognized that faculty tend to warm slowly to all of this. One of the universals of faculty evaluation seems to be that the effort can rarely begin with a clean slate: preconceived notions will have encumbered an already difficult task. And, any realistic approach to evaluation should anticipate a certain amount of resistance.

Clearly, an essential point to be gleaned from the recent SREB project, as well as from the efforts of institutions and organizations across the country, is that higher education is trying to make the process of faculty evaluation more equitable, more accurate, and more applicable to both individual and institutional goals.

Toward that end, one of the most consistently advocated procedures is the involvement of faculty from the initial conceptualizing, through development of all forms and procedures, and during the final stages of implementation.

Several of the earlier SREB case studies illustrate this need. At these schools, the absence of faculty involvement resulted in a fundamental confusion between faculty and administration about the reason for the evaluation. What was its purpose? Ironically, faculty concluded it was for the making of personnel decisions while the administration said it was for the improvement of faculty performance.

It is thought that, at its core, this imbalance of expectations denotes a lack of communication, fueled probably by a loosely constructed or unclear statement of purpose.

When there is no solid, agreed-upon statement of purpose, gray areas are seen to develop in which personnel decisions may take the shape of "developmental" actions. Moreover, the need for an open exchange between faculty and administration is made obvious by the fact that the two purposes of faculty evaluation, institutional and individual improvement, share a common objective—the improvement of student learning.

Faculty and administration at most of the schools cited here did eventually pull together and work out a mutually-agreeable statement of purpose. From the strength of that base, significant progress was made.

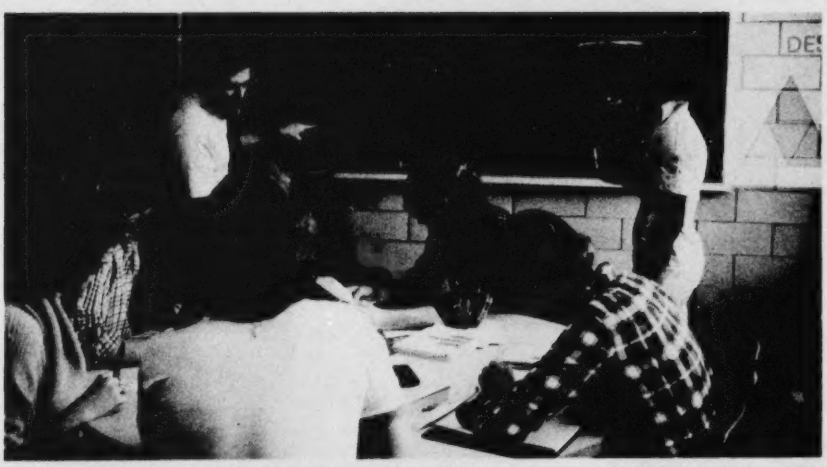
Questions and Answers on Faculty Evaluation

Can faculty appeal the decision of an evaluation?
One of the many Southern institutions that have established formal appeals procedures for this purpose is the University of Kentucky. There, a faculty member who disagrees with the evaluation results may take the complaint to an appeals committee established by each college dean. If necessary, the next step is review through procedures established by the vice president for academic affairs. Once this latter action has been pursued, a final decision, if needed, rests with the vice president for academic affairs. Throughout the appeals process, each stage of review uses as a guideline the faculty evaluation standards which are publicly stated in the school's administrative regulations.

How can faculty fears of evaluation be addressed and allayed?
Of course not everyone will be equally satisfied with the justification of evaluation. But, for the majority, it is understood that a systematic approach to evaluation can deter administrators from making personnel decisions that are arbitrary or capricious. The complete involvement of faculty during development of the system, and public articulation of all purposes, procedures, and criteria can help to keep the system open and flexible and can make faculty more receptive. In addition, if faculty development is a stated component of the evaluation system, then a substantial effort should be made in that regard or else faculty may withdraw their trust and support.

What prompts faculty to use the resources at a faculty development center?
Faculty participation in these programs is not compulsory; consequently, all faculty do not participate. On the other hand, Anne Raymond-Savage, director of Old Dominion University's Center for Instructional Development, says that faculty participation there involves the teachers who already perform well but who are bored with traditional teaching methods and who want to try innovative approaches. Mary Lynn Crow, at the University of Texas at Arlington, says that many of the people who use that school's Faculty Development Center are faculty members who come in to work on those parts of performance that were not highly rated on an evaluation.

How can faculty development programs improve teaching?
A good example of this is West Virginia University's Instructional Fellows Program. Under this program, interested faculty attend seminars and teaching/learning workshops, where discussions range from the psychology of the teaching/learning process to the application of innovative teaching methods. An unusual aspect of the Instructional Fellows Program is a course that all participants must teach in which the new methods of instruction are tried out. Called "The Nature of Evidence," it is a multidisciplinary course that asks, for example: "Is there anything common in the way that a chemist, an anthropologist or linguist go about acquiring information and applying that information to the solution of a problem?" To answer this question, the students work together in small groups, gathering and analyzing information, with guidance from the teacher. In this process—called "guided design"—the students do the thinking. The background for the course is pre-prepared by the program coordinators so that the teachers can concentrate solely on using the techniques learned at the seminars and workshops to stimulate the learning. The techniques that work for the instructors in this course may then be applied to their regular courses. Among the instructional techniques that are being used in addition to guided design are: personalized instruction; audio-tutorial instruction; competency-based testing; simulations; and case studies.



Director of freshman engineering at West Virginia University, Charles E. Wales (standing, left), applies "guided design" techniques in this teaching of a basic engineering course. As co-director of WVU's Instructional Fellows Program, Dr. Wales is working to encourage other teachers at the university to improve the quality of their teaching.

For Further Reading ...

O'Connell, W.R., *Improving Undergraduate Education in the South*, Atlanta: Southern Regional Education Board, 1979.

O'Connell, W.R., Smartt, S.H., *Improving Faculty Evaluation: A Trial in Strategy*, Atlanta: Southern Regional Education Board, 1979.

Two good discussions on faculty resistance to evaluation and student involvement in evaluation are available in:

Gaff, Jerry G. (Ed.), *New Directions for Higher Education: Institutional Renewal Through the Improvement of Teaching*, Number 24, San Francisco: Jossey-Bass, 1978.

Wales, C.E., Stager, R.A., *The Guided Design Approach*, Englewood Cliffs, N.J.: Educational Technology Publications, Inc., 1978.

The following SREB titles are out of print; however, they may be secured from the ERIC Document Reproduction Services, Box 190, Arlington, Va., 22210. The ERIC numbers follow the corresponding title.

Boyd, James E., Schietinger, E.F., *Faculty Evaluation Procedures in Southern Colleges and Universities*, Atlanta: Southern Regional Education Board, 1976. ERIC No. ED121155

Crow, M.L., et al, *Faculty Development Centers in Southern Universities*, Atlanta: Southern Regional Education Board, 1976. ERIC No. ED129132

Faculty Evaluation for Improved Learning, Atlanta: Southern Regional Education Board, 1977. ERIC No. ED149683

The "Arizona Course/Instructor Evaluation Questionnaire (CIEQ)" has been used by many colleges and universities across the country. Copies of the form are included in a *Results Interpretation Manual* which is available from the Office of Instructional Research and Development, University of Arizona, 1325 Speedway Boulevard, Tucson, Arizona 85721.

News From The Region

Centre College of Kentucky, which entered its 160th year last September, has been awarded a grant from the Andrew W. Mellon Foundation which will support a study of curricula and course content, and which will enable faculty to study and do research on their own. Allowing faculty to expand their "areas of knowledge" in this way is part of an effort to make the college's curricula more interdisciplinary.

Under a new program developed at **Delta State University** in Mississippi, people over 21 years of age, who have failed to meet the school's admissions requirements in the past, may now be accepted on a non-degree basis. The "over 21" program stipulates that the adult be a high school graduate or have passed the General Education Development Test (GED). After completing 12 semester hours in the program with at least a 2.0 grade point average, the student may reapply to the university for admission into a degree program.

Analyzing North Carolina's state and local public policy is the focus of a new program for graduate and undergraduate students at **Duke University.** With support from the Z. Smith Reynolds Foundation, the program offers to future North Carolina decision-makers a synthesis of the economic, political, social and other aspects that affect state and local public policy.

Involvement of undergraduates in the program is pragmatic; they will study state problem areas by way of two internships. The graduate requirement is completion of a thesis based on research into a North Carolina public policy problem.

With support from the Sloan Foundation, the Cognitive Science Center at the **University of Texas at Austin** is continuing its study of how the mind perceives and processes information. The center, which is similar to one at the Massachusetts Institute of Technology, combines traditional disciplines in order to gain insights into the mental processes.

An analysis of what happens when we read, for example, may combine research findings from semantics, interpretive skills, and the neurophysiology of the eye, to name a few.

Note: Regional Spotlight is issued quarterly during each academic year. The articles are created by the writer-editor with the assistance of persons knowledgeable in the field being treated. Newspaper, magazine and periodical editors are invited to use the material here in whole or in part. When SREB material is used, please provide a sample copy of the issue in which it appears to the Board, addressed to the writer-editor's attention.

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